



**THE USE OF *THREE PHASE READING TECHNIQUE*
IN TEACHING READING COMPREHENSION
(A CASE STUDY OF THE TENTH GRADE STUDENTS AT SMA PGRI 2
KAYEN PATI IN ACADEMIC YEAR 2014/2015)**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

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SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements
for Completing the Sarjana Program
in English Education**

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MOTTO AND DEDICATION

Motto:

- Always be yourself and never be anyone else even if they look better than you.
- Intelligence is not the determinant of success, but hard work is the real determinant of your success.
- Learn from the past, live for today and plan for tomorrow.
- Do your best and God will take care of the rest.


This skripsi is dedicated to:

- Her beloved parents (Mr. Purnomo and Mrs. Lilik Herawati)
- Her beloved young brother (Sonu Hariyanto)
- Her beloved grandma (Mrs. Subahayanti)
- Her best friends (Santi and Titin)
- All teachers of life
- All of her friends who always support her

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of **Ayu Novita (201132004)** has been approved by the skripsi advisors for further approval by the Examining Committee.

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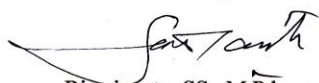
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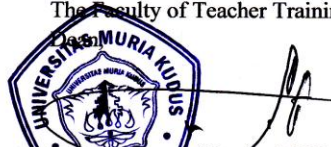


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On the second change, the writer wants to express her sincere gratitude to:

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Kudus, August 2015

Ayu Novita
2011-32-004

ABSTRACT

Novita, Ayu. 2015. *The Use of Three Phase Reading Technique in Teaching Reading Comprehension (A Case Study of the Tenth Grade Students at SMA PGRI 2 Kayen Pati in Academic Year 2014/2015)*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Rismiyanto, SS, M.Pd, (ii) Atik Rokhayani, S.Pd, M.Pd.

Key words: Reading, Teaching Reading Comprehension, Teacher's Technique

One of techniques which should be managed and applied by teachers in the classroom is a technique in teaching reading comprehension. One of very important reading purposes is to get meaning from a text. This means about the process how the reader decodes the message from the text. In getting the meaning from the text, the reader needs a comprehension technique. Based on the result of my observation in SMA PGRI 2 Kayen Pati, it shows that the students mastery of reading is low, most of the students are still afraid and assumed that english is difficult to learn. The teachers who teach in SMA PGRI 2 Kayen Pati used three phase reading technique in teaching reading comprehension in the classroom. In three phase reading technique there are three stage; Pre-reading stage (activity before reading the text), while-reading stage (activity during reading text) and post-reading stage (activity after reading the text) and in every stage the teachers can input many activity.

The purpose of this research are described as follows: (i) to describe the implementation of three phase reading technique in teaching reading comprehension of the tenth grade students (X-1 and X-4) of SMA PGRI 2 Kayen Pati (ii) to find out the students perception with the implementation of three phase reading technique in teaching reading comprehension of the tenth grade students (X-1 and X-4) at SMA PGRI 2 Kayen Pati.

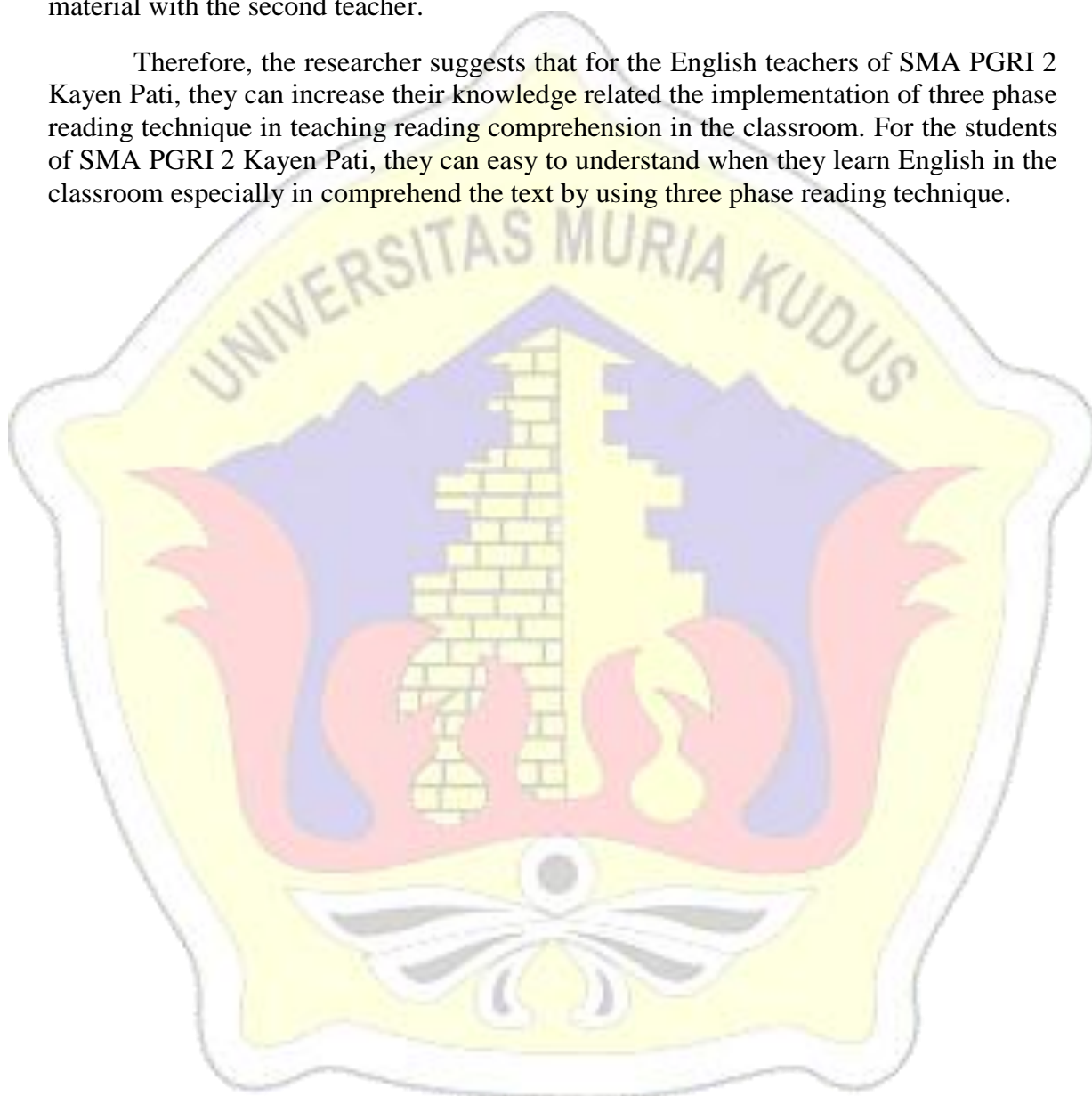
The research is a qualitative research design which is a case study using three data collection technique; classroom observation, interview and questionnaire. A case study is chosen because this study to observe the teachers technique on teaching reading comprehension and the students perception toward their technique used.

The result of this research is all of the teachers have used teaching reading technique to encourage the students in comprehend the text that formulated in pre-reading stage, while-reading stage and post-reading stage. The first teacher in pre-reading stage, while-reading stage used not relevant activities with the theory and in the post-reading stage the first teacher used relevant activities with theory. The first teacher also should know that three phase reading technique is a technique in teaching reading comprehension not speaking skill, so the students activities should like reading skill. Then the second teacher all of their activities was relevant with the theory but the second teacher activities in while-reading stage like a writing not reading but the result the students read the text in front of the class.

The students perception toward their teacher technique in teaching reading comprehension. As found in the result and analysis of the questionnaire, for the first in (X-1) the students gives checklist in column strongly agree 32,6 %, agree 58,3 %, disagree 9,1 %, and strongly disagree 0,1 %.

neither agree nor disagree 1.6 %, strongly disagree 1.3 % and disagree 6,0 %. The second in (X-4) the students gives checklist in column strongly agree 36,3 %, agree 43,0 %, neither agree nor disagree 11,6 %, strongly disagree 2,6 % and disagree 6,3 %. the result of the students perception toward the implementation of three phase reading technique in teaching reading comprehension in the classroom (X-4) get higher score in column strongly agree then (X-1). So, the students fell easily to undrestand about the material with the second teacher.

Therefore, the researcher suggests that for the English teachers of SMA PGRI 2 Kayen Pati, they can increase their knowledge related the implementation of three phase reading technique in teaching reading comprehension in the classroom. For the students of SMA PGRI 2 Kayen Pati, they can easy to understand when they learn English in the classroom especially in comprehend the text by using three phase reading technique.



ABSTRAK

Novita Ayu. 2015. *Penggunaan Teknik Three Phase Reading dalam pengajaran Kemampuan Pemahaman Bacaan (Studi Kasus dikelas X SMA PGRI 2 Kayen Pati pada tahun 2014/2015)* . Skripsi. Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Rismiyanto, SS, M.Pd, (ii) Atik Rokhayani, S.Pd, M.Pd.

Kata Kunci: Membaca, Pengajaran pemahaman bacaan, Teknik guru

Salah satu teknik yang harus disiapkan dan dilakukan oleh guru didalam kelas adalah teknik pengajaran pemahaman bacaan. Salah satu tujuan pentingnya membaca adalah mengetahui tujuan dari teks. Untuk mengetahui tujuan dari teks, pembaca membutuhkan teknik pemahaman. Berdasarkan dari hasil observasi di SMA PGRI 2 Kayen Pati, dapat terlihat pemahaman membaca siswa masih rendah, banyak siswa yang takut dan menganggap bahasa Inggris sulit untuk dipelajari. Guru yang mengajar di SMA PGRI 2 Kayen Pati menggunakan teknik Three Phase Reading dalam pengajaran pemahaman membaca. Di teknik three phase reading ada tiga bagian; kegiatan sebelum membaca teks, kegiatan sedang membaca teks dan kegiatan sesudah membaca teks. Di setiap bagian guru dapat memasukkan banyak kegiatan,

Tujuan dari penelitian untuk menjabarkan; (i) menjabarkan penggunaan teknik three phase reading dalam pengajaran pemahaman membaca dikelas sepuluh SMA PGRI 2 Kayen Pati. (ii) menjabarkan persepsi siswa tentang penggunaan teknik three phase reading dalam pengajaran pemahaman membaca dikelas sepuluh SMA PGRI 2 Kayen Pati.

Penelitian ini adalah kualitative, menggunakan tiga cara pengumpulan data; observasi kelas, wawancara dan pemberian soal. Studi kasus dipilih karena untuk mengobservasi teknik guru dalam pengajar pemahaman membaca dan persepsi siswa terhadap penggunaan teknik tersebut.

Hasil dari penelitian ini adalah semua guru dalam mengajar pemahaman membaca menggunakan teknik three phase reading untuk meningkatkan pemahaman siswa dalam memahami bacaan yang dirumuskan dalam kegiatan sebelum membaca teks, kegiatan sedang membaca dan kegiatan setelah membaca teks. Guru pertama dikegiatan sebelum dan sedang membaca teks menggunakan kegiatan yang tidak sesuai dengan teori. Guru pertama harus memahami teknik three phase reading adalah sebuah teknik untuk mengajar pemahaman membaca tidak untuk kemampuan berbicara, harusnya kegiatan yang digunakan seperti kegiatan untuk pemahaman membaca. Sedangkan guru kedua semua kegiatannya menggunakan kegiatan yang sesuai dengan teori tapi guru kedua di kegiatan sedang membaca teks seperti kegiatan untuk kemampuan menulis tidak seperti kegiatan pemahaman membaca tapi hasilnya siswa membaca hasil diskusinya didepan kelas.

Presepsi siswa terhadap teknik guru dalam pengajaran pemahaman membaca. Dari hasil pemberian soal, yang pertama di kelas (X-1) siswa memberikan jawaban 32,6 % dikolom sangat setuju, dikolom setuju 58,3 %, dikolom tidak mempunyai jawaban 1,6%, dikolom sangat tidak setuju 1,3 %, dan dikolom tidak setuju 6,0 %. Guru kedua dikelas (X-4) siswa memberikan jawaban 36,3 % dikolom sangat setuju, dikolom setuju 43,0 %, dikolom tidak mempunyai jawaban 11,6 %, dikolom sangat tidak setuju 2,6 %, dan dikolom tidak setuju 6,3%. Hasil presepsi siswa terhadap penggunaan three phase reading teknik dalam pengajaran pemahaman membaca dikelas (X-4) mendapat nilai tertinggi di kolom sangat setuju dibanding dengan (X-1). Jadi, siswa merasa mudah untuk memahami sebuah materi yang diajarkan oleh guru kedua,

Oleh karena itu, penulis memberikan saran kepada guru yang mengajar bahasa Inggris di SMA PGRI 2 Kayen Pati, mereka dapat mengembangkan pengetahuan terhadap penggunaan teknik three phase reading dalam pengajaran pemahaman membaca dikelas. Untuk siswa SMA PGRI 2 Kayen Pati, mereka mudah untuk memahami ketika belajar bahasa Inggris dikelas terutama dalam pemahaman membaca menggunakan teknik three phase reading.



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